

## TABLE of CONTENTS

Acknowledgements .....	ii
An Overview of the Guide .....	A-1
Wisconsin Business and Information Technology Programs .....	A-2
<b>Program Standards</b>	
Program Evaluation.....	B-1
Overview of Program Standards – Business and Information Technology .....	B-2
Implementation of Program Standards .....	B-3
Rationale for Program Standards .....	B-4
Program Self-Evaluation, Improvement, and Goal-Setting Tool .....	B-13
Documented Evidence .....	B-23
Utilization of Evaluation Findings .....	B-28
Sample A – PDP for Business and Information Technology Teacher.....	B-29
Program Improvement Plan.....	B-33
Sample B – Program Improvement Plan for BIT Program.....	B-34
<b>Business and Information Technology Framework</b>	
Definition, Presentation, and Implementation of Framework .....	C-1
Summary of Business and Information Technology Curriculum Framework.....	C-2
Business Foundations Focus .....	C-5
Career Development .....	C-6
Communication .....	C-9
Computation .....	C-12
Financial Focus .....	C-15
Accounting .....	C-17
Economics.....	C-27
Personal Finance.....	C-30
Information Systems Focus .....	C-35
Information Technology .....	C-37
Management Focus.....	C-50
Business Law .....	C-51
Entrepreneurship.....	C-57
International Business.....	C-60
Principles of Management.....	C-63
Marketing .....	C-67
<b>Wisconsin Academic Model Standards for Business</b>	
Communication .....	D-1
Computation .....	D-2
Interpersonal and Leadership (Career Development) .....	D-3
Financial Procedures .....	D-5
Economics .....	D-5
Information Technology .....	D-7
Principles of Law (Business Law).....	D-9
Entrepreneurship .....	D-9
International Business .....	D-11
Principles of Management.....	D-12
Marketing .....	D-12
<b>Industry Certifications</b>	
Need for Industry Certifications.....	E-1
Potential Industry Certifications for Business Students .....	E-1
<b>Articulation Agreements</b>	
Advanced Placement/College Level Examination Placement.....	F-1
Articulated and Transcribed Credit.....	F-2
American Council on Education.....	F-3

## *Acknowledgments*

Many dedicated individuals contributed to this guide, and sincere appreciation is owed to each of them for their expertise, labor, and persistence throughout the term in which this guide was conceptualized, drafted, and produced for publication. Their passion and dedication to the career development of Wisconsin's students have provided invaluable contributions in the development of this guide. The members of the Business and Information Technology Curriculum Guide Taskforce generated this framework and designed this guide included the following people:

**Michael Carpenter**

Business Teacher  
Baraboo High School  
Baraboo, Wisconsin

**Scott Christy**

Business Teacher  
Green Bay East High School  
Green Bay, Wisconsin

**Shari Gunderson**

Business Teacher  
Cadott High School  
Cadott, Wisconsin

**Jeff Koenig**

Business Teacher  
Stanley-Boyd High School  
Stanley, Wisconsin

**Tim Majewski**

Business Teacher  
Green Bay Preble High School  
Green Bay, Wisconsin

**Robert Nickel**

Business Teacher  
School District of Sevastopol  
Sturgeon Bay, Wisconsin

**Annette O'Hern**

Coordinator of Career & Technical Education  
School District of La Crosse  
La Crosse, Wisconsin

**Lisa Olson**

Business & Information Technology Consultant  
Department of Public Instruction  
Madison, Wisconsin

**Denise Roseland**

Business Teacher  
Kettle Moraine High School  
Wales, Wisconsin

**Sherrie Stuessy**

Business Teacher  
Belleville High School  
Belleville, Wisconsin

**Jennifer Wegner**

Business Teacher  
Mishicot High School  
Mishicot, Wisconsin

**Sharon Yoho**

Business Teacher  
Stockbridge School District  
Stockbridge, Wisconsin

### **Copyrighted Materials**

Every effort has been made to ascertain proper ownership of copyrighted materials and to obtain permission for their use. Any omission is unintentional.

## **An Overview of the Guide**

The purpose of the *Wisconsin Business and Information Technology Curriculum Planning Guide* is to provide local school districts resources in planning, developing, implementing, and evaluating business and information technology programs. This guide is not a mandate or requirement but aids in providing direction and focus for identifying what students should know and be able to do in business and information technology.

This guide reflects current national and state business standards and initiatives. Members of the taskforce believe it has the potential to be adopted or adapted at the local school district level into the design of a meaningful business and information technology program.

The entire guide can be accessed and downloaded on the Department of Public Instruction's website at [www.dpi.state.wi.us/dpi/dlsis/let/bitcurriculum.html](http://www.dpi.state.wi.us/dpi/dlsis/let/bitcurriculum.html). Updates and additions to the guide will also be made available at this location.

This document is always subject to change and to continuous improvement. The Department of Public Instruction welcomes suggestions for improving the guide from those using it throughout Wisconsin.

## Wisconsin Business and Information Technology Programs

### Overview

Business education, in its earliest form, has existed even in the early American school system. Societal needs and demands have changed the face of business education from those early times to its present state. Federal funding has also played a role in the evolution of business education.

Over the past ten years, the term business education has evolved into a more comprehensive program and is reflected as such in the program name Business and Information Technology. Although many programs may still use the term business education, the trend continues to expand the program to include information technology. The integration and inclusion of technology into schools has advanced opportunities for business teachers to further develop curriculum in the information technology field.

Business and information technology is often found in the larger context of career and technical education. The Association for Career and Technical Education defines *career and technical education*:

Career and technical education prepares both youth and adults for a wide range of careers, from registered nurse to computer technician, that require varying levels of education—from high school to postsecondary certificates to two- and four-year college degrees (ACTE, 2002).

### Mission Statement

The mission of business and information technology education is to teach for and about business. Business and information technology education prepares learners to make wise personal, economic, and career choices while developing knowledges, skills, and dispositions necessary to succeed in the workplace.

The Policies Commission for Business and Economic Education provides an updated need for business education:

Business education, a dynamic and diverse discipline, cannot be viewed apart from the society in which it functions. Business educators continually assess how individuals learn and assume new and different roles in a changing global society. As social, political, individual, and business needs emerge, the business education curriculum changes to meet those needs. We believe that to be productive and responsible citizens, all individuals must have the opportunity to learn and apply the principles of business to all aspects of their lives.

Business educators must proactively seek collaborative partners to secure society's commitment to providing business content and value-added skills to all individuals. Businesses, the community, and business educators must build an infrastructure of support to provide universal access to learning opportunities for all individuals. Each segment of a business education delivery system is an essential component in a comprehensive learning environment. All segments must be supported to ensure that individuals become productive and responsible citizens (PCBEE Policy Statement #71, 2002).